

1894-5.

Public Schools.

Palmer, Mass.



SCHOOL REPORTS

OF THE

Town of Palmer, Mass.

For the Year 1894-5.

PALMER, MASS.:
PRESS OF C. B. FISKE & COMPANY.
1895.

School Committee, 1894-5.

WM. A. BRECKENRIDGE, Chairman.

A. B. C. DEMING, Secretary.

WALTER H. SMALL, Superintendent.

Office, High School Building.

Office Hours :—3 to 5 p. m. Fildays; and 10 a. m. to 12 m.
Saturdays during term time.

LOUIS E. MOORE,	Term expires 1895.
REV. WM. H. HART,	“ “ 1895.
WM. A. BRECKENRIDGE,	“ “ 1896.
A. B. C. DEMING,	“ “ 1896.
FRANK A. RUGGLES,	“ “ 1897.
LEWIS R. HOLDEN,	“ “ 1897.

Regular meeting of the School Committee at 3 p. m. on the
Saturday before the last Friday of each month.

BILLS :—All bills must be in hands of the Superintendent on or
before the above day.

TRUANT OFFICERS.

O. W. STUDLEY,	Depot.
WM. PRAIRE,	Three Rivers.
MAURICE McCORMACK,	Thorndike.
C. E. SHUMWAY,	Bondsville.

JANITORS.

H. L. GRAY,	Depot.
WM. PRAIRE,	Three Rivers.
PAUL LONGEVEIN,	Thorndike.
C. E. FULLER,	Bondsville.

Calendar.

SCHOOL YEAR, 1895-6.

HIGH SCHOOL.

Winter term began January 2, 1895, ends April 2, 1895.
Summer term begins April 15, 1895, ends June 28, 1895.
Fall term begins September 3d, 1895, ends December 20, 1895.
Winter term begins December 30, 1895, ends March 27, 1896.
Summer term begins April 6, 1896, ends June 26, 1896.

OTHER SCHOOLS.

Winter term began January 2, 1895, ends April 2, 1895.
Summer term begins April 15, 1895, ends June 21, 1895.
Fall term begins September 3, 1895, ends December 20, 1895.
Winter term begins December 30, 1895, ends March 27, 1896.
Summer term begins April 13, 1896, ends June 19, 1896.

VACATIONS—HIGH SCHOOL.

April 3d to 15th, June 29 to September 3d, Nov. 28th to December 2d, December 21st to December 30th, March 28th, 1896, to April 6th.

OTHER SCHOOLS.

April 3d to 15th, June 22d to September 3d, November 23d to December 2d, December 21st to December 30, March 28th, 1896, to April 13th.

HOLIDAYS.

Saturdays, February 22d, April 19th, May 30th, Labor Day.

School Report.

*To the Citizens of Palmer :—*It has been said “the town of Palmer spends more for educational purposes, in proportion to its valuation, than any town in the state.” If this be true it speaks well for us as liberal supporters of education ; but it might be well to enquire whether our generosity has not been extolled at the expense of our common sense. In other words, has the money so generously given for school purposes been wisely expended? Or have we, in a perhaps laudable endeavor to emulate richer communities, allowed our vanity to run away with our prudence and been “paying too dear for our whistle”?

This report will be an attempt to give an answer to the above questions, by a plain statement of the condition of the schools as they were, and as they are in Palmer to-day, the methods employed, and the results attained.

As the committee who has had charge of the schools the past year, is with one exception, the same board that has been in office the past three years, it must bear the responsibility for any and all changes of methods, and systems. If your verdict, after a full knowledge of what has been done, and a full realization of the conditions under which we have labored, be unfavorable, then upon us and us alone must fall the odium. On the other hand no one surely will question our right to feel rejoiced after our three years of conscientious work, should that work be approved, for by that work we are willing to be judged. We said above that the present committee is responsible “for any and all changes of methods and systems,” as a matter of fact, until two years ago, there was neither method nor system in the management of the schools of Palmer.

Each village school was supposed to be under the immediate supervision of its local committeeman, and this local member, engaged in his own particular vocation, did not always have the time (granting that he had the inclination and ability,) to bestow more than a modicum of his talents and energy to a service that netted him only honor and one hundred dollars per year. As a result, teachers were left to their own sweet will in the management of their schools; even in rooms of the same building, there was and necessarily could be, but little attempt at gradation; promotion was little more than a matter of chance, while if, perhaps, no bright and deserving pupils were kept back, of a surety many found themselves preparing for entrance to the High School who would have benefited far more by two or three years of good work in the grammar grade.

With no uniformity or properly graded system in the separate villages, what harmony of results could have been expected when the schools of the town were considered as a whole? Harmony of results? There was no harmony. Children came for examination for the High School from the different villages, each contingent prepared, or rather unprepared, for the ordeal, by the peculiar method favored by the teacher who at that time happened to be in charge of the so called *grammar* grade of that particular village. Not having had similar grading, children from one village had done a certain amount of work, children from another village less or more as it happened. With no one in particular to direct, it was not surprising that there was little uniformity. For this result the teachers were not responsible, for even if all were capable, zealous, and interested in their work, with no proper supervision, left almost entirely to their own guidance, the most conscientious teacher must have become discouraged.

Such being the condition of things in the villages, it requires little to be said of the outside, or district schools. Visited only occasionally by the member of the school board who had ostensible charge, the teacher was left virtually alone to guide her little flock along the flowery paths of knowledge. When we consider that in these district schools there were anywhere from six to thirty children each, and the course of study embraced everything from A B C, to the highest grade of grammar work, it will easily be understood what a sinecure the teacher had. As the children who

attended these district seminaries, however, were mostly the children of farmers whose influence in politics was very slight, it of course made little difference, and some of the children would have remained in these schools until old enough to vote before they became fitted even to try for the High School.

For all these advantages the tax payer paid for school purposes for the four years before the present board came into office, an average of eighteen thousand five hundred dollars, (\$18,500.00). For the three years the present board had been in office, the average expenditure will have been nineteen thousand seven hundred dollars, (19,700.00), or twelve hundred dollars per year more. Now the question necessarily arises, have the schools been so much improved as to justify this increase of twelve hundred dollars.

Let any intelligent citizen who knew the condition of the schools three years ago visit the schools now and we are certain he must answer affirmatively. Thanks to the citizens, who by their votes authorized it, we have had for the past two years a Superintendent of schools. This means that by this single change from the old hap-hazard way of doing things, order was brought out of chaos, and improvement made possible. An intelligent course of studies was mapped out, and rigorously followed; teachers were subjected to a wise discipline and by monthly meetings with the superintendent, by advice and instruction, the competent were made more efficient, and the weak and inexperienced were strengthened and encouraged. If, after a sufficient period of trial any teacher was found who failed to attain the required standard, she was either allowed to resign, or failed of reappointment.

It is hardly necessary to state in this connection that in dispensing with the services of any teacher, the committee acted according to their best judgment, solely and purely for the public good,—the interest of the schools.

In the filling of vacancies in the corps of teachers, a radical change has been made. There was a time, not even beyond the memory of the oldest inhabitant, when the appointing of a teacher was looked upon as the privilege or perquisite of the individual members of the school board. While we do not for a minute question the good intentions of those who may have exercised this prerogative, no one can fail to see it is a method liable to grave abuses. Members of school boards are but human, and it is possible that the wish to

provide a place for some friend or relative, might, perhaps unconsciously, influence them in their selection of teachers, rather than the real welfare of the schools. Realizing fully that it is the money of the taxpayers we are disbursing, and that we must expend it with an eye single to the public good, the committee believes as a matter of public policy, that the giving of aid to the indigent should pertain entirely to the Overseers of the Poor, and that our schools should not be turned into eleemosynary institutions for the relief of genteel poverty. Acting on this belief, and desirous of securing the best possible talent for our schools that we can afford, all applicants for positions must undergo an examination, and that applicant is successful who in the judgment of the committee is best qualified. We consider neither "race, color, nor previous condition," but simply endeavor to "get the best."

As a result of this policy, where three years ago there were in the Palmer schools only four Normal graduates, we have now eleven, including graduates from Normal and Training schools.

In order that we may not be obliged to go out of town for our teachers, we have established a system of practical education by which the four of our High School graduates whose record for the course has been most satisfactory, are enabled to secure a thorough training in the very schools where afterwards their services can be utilized. By this means, at a merely nominal cost of three dollars per week, for each pupil teacher, we furnish each year to four of our own High School graduates, the very education that experience has proved most useful for young teachers, combining as it does both theory and practice. At the same time we secure for our schools competent teachers, and give to the children of our own citizens opportunities that would otherwise be given to non-residents.

We have endeavored as far as possible to centralize our schools by concentrating our efforts as much as the conditions and circumstances permitted. The schools at Blanchardville, Forest Lake and the Shaw district have been closed and while perhaps, little has been saved to the town in a pecuniary way, (about five hundred dollars,) the benefit to the children has been incalculable. By stricter supervision over the remaining district schools, much better results have been attained. Moreover, instead of obliging the children who attend these district schools to remain in them until qualified to enter the High school, we have not only permitted, but advised them as

soon as they have finished 7th grade work, to go to the graded school of the nearest village, thus not only benefiting them, but giving the teachers of the ungraded schools more time for instructing those still under their charge. A glance at the attendance tables in the Superintendent's report will show the good resulting from this change.

The method of keeping accounts in vogue up to three years ago, and which was not the most business like possible, has been so modified, or rather so completely changed, that the responsibility of paying out town money, now rests where it belongs, on the Town Treasurer. The school board simply approves the bills, hands them, (with an itemized list signed by at least a majority of the board), to the Town Treasurer, who has been directed not to pay any bill unless so presented, and the treasurer pays the money and retains the receipted bills as vouchers. The school board has duplicate lists of expenditures, properly classified, and can tell at any time just how the expenditures compare with the money on hand. This method is clear and at the same time reduces the possibility of loss to the town, either by mistake or fraud, to a minimum.

The school year formerly of thirty-six weeks, has been lengthened to thirty-eight, thus giving so much additional time for education. When we realize how many of our children leave school just as soon as the law allows, this additional time in the few years granted them is of no little importance.

We have increased the salaries of the teachers. For years the teachers had been paid the same salaries, the amount given to each depending neither on ability nor term of service, but if there were any standard, it was perhaps of grade rather than of merit. A young inexperienced teacher appointed to a vacancy in, let us say the 6th grade, would receive the same compensation as a teacher of a corresponding grade who has been teaching for years. There was no inducement held out, no stimulus to a teacher's ambition, and consequently Palmer became the training school for other places, for just as soon as the teacher became by experience fitted to do good work, she resigned to accept a more lucrative position elsewhere.

We are now paying salaries not as large as they should be, but an amount which at least relieves us of the stigma of employing pauper labor.

The only change we propose to make the coming year that will necessitate any increase in the annual appropriation is in the proper

teaching of drawing. Hitherto we have complied rather with the letter than the spirit of the state law, which demands that drawing be taught in the public schools. We think the time has now come when this really important feature should receive the attention it deserves. We feel that the four hundred dollars we propose to spend for this purpose will be wisely invested.

The school buildings are in good condition with the exception of the one at Three Rivers, and about this we can only repeat the recommendation of last year's committee, that no more money be spent upon it. Its location and condition renders a new building inevitable sooner or later. To spend money in attempting to repair the present structure would be an inexcusable waste.

We wish to thank the teachers who, by their zealous coöperation, have ably seconded the efforts of the committee; in this connection it is only a matter of justice to gratefully acknowledge our indebtedness to Mr. W. H. Small, the Superintendent of our Schools. To him more than to any one is the town indebted, for it is chiefly owing to his intelligent work that we have been able to raise our schools out of the old, old rut, to a plane that permits the hope that in future the schools of Palmer will at least be worth the money spent upon them.

To sum up:—The present school board has increased the amount expended for school purposes, twelve hundred dollars. As an offset we have now, (but the credit of this belongs rather to the citizens than to us), a Superintendent of Schools at an expenditure of sixteen hundred dollars. We have brought the schools up to a standard never before attained; securing uniformity and intelligent work in the village schools, and in the district school results that were undreamt of a few years ago. We have a corps of teachers that will compare favorably with those of any town in the state.

We are each year training at a trifling cost to the tax payers, four of our own pupils to afterwards teach in our own schools. We have abolished the old time method of appointing teachers with all its vicious possibilities.

We have centralized our schools as far as the conditions and circumstances have allowed.

We have introduced new methods in keeping school accounts, that have minimized the possibility of mistakes and fraud.

We have given our children the benefit of two weeks extra schooling each year.

We hand in our yearly account of expenditures with not a single outstanding bill and with our schools better equipped than ever before.

Respectfully submitted,

LOUIS E. MOORE,	} <i>School</i> <i>Committee.</i>
REV. WM. H. HART,	
WM. A. BRECKENRIDGE,	
A. B. C. DEMING,	
FRANK A. RUGGLES,	
LEWIS R. HOLDEN,	

In order that the schools may be properly conducted, we recommend an appropriation for next year of twenty thousand dollars, divided as follows :

Teachers' Salaries,	\$13,000	
Contingencies,	1,700	
Fuel,	1,300	
Text Books and Supplies,	700	
Repairs,	300	
Janitors,	1,000	
Transportation,	1,600	
Drawing,	400	\$20,000

Report of Superintendent of Schools.

To the School Committee :—

GENTLEMEN :—The following is submitted as the second annual report of the Superintendent of Schools.

It seems fitting in this report to discuss somewhat the duties of a superintendent, how far the work has been done in the line of such duties, and the approximate results accomplished. Under the law, a superintendent is given but one power, that of signing labor certificates; all else is a delegated power through the courtesy and good sense of the school committee. Such power should include, subject always to the vote of the committee :

1. Direction and training of teachers.
2. Selection and recommendation of books and supplies.
3. Arrangement of the course of study.
4. Promotion and grading of pupils.
5. Control of attendance.
6. General oversight of buildings and furnishings.

These powers and more have been accorded me by the committee, allowing a freedom of work which alone permits a superintendent's ability to be tested.

A discussion of these points will show somewhat what has been done, though the results of such work do not show upon the surface at once. Their effectiveness depends always on the ability of the teachers to grasp and carry out in detail the suggestions of the superintendent. In this respect Palmer is better situated to-day than last year, better, I believe, than ever before in her school history. There are weak spots, there always will be, but they are reduced to a minimum.

Principals.—During the past year the most important change has been in the principalship of the grammar buildings, where male

principals had previously been employed. The success of two different lady principals in the Depot building, coupled with the fact that at the salaries paid it was possible to get only young and inexperienced men, caused a trial of the same plan in the other buildings. It has proved a success. Some able young men have taught in these schools, men who are now filling responsible school positions in the state, but the fact remains that they proved their ability and gained their experience at the expense of Palmer's schools, and the instant a more lucrative position offered, they accepted. At the salaries now paid, ladies, their equal in education, in executive ability, in disciplinary powers, and their superiors in teaching power gained from experience elsewhere, are obtained, and can be retained in the schools sufficiently long to make their individuality felt, and put a personal stamp on every pupil under their charge. The pupils of the 8th and 9th grades, as a whole, were never better taught than they have been this year; the moral tone of the buildings and the discipline are better.

Teachers.—The teaching force has been strengthened in the grades below, as opportunity has offered. Forty-two different teachers have been employed this year. There have been 11 changes. The new teachers employed have all come from Normal or Training schools, and 10 have had previous school room experience.

By the closing of two of the district schools the teaching force was reduced to 29. Their present status is as follows: Four college graduates, eight from Normal Schools, three from Training Schools, one special, 14 from High Schools and Academies, some of whom from study and experience are among our strongest teachers.

Direction and Training.—This has been exerted in several ways.

1. *School Visitation.*—During the year I have made some 600 visits to the different schools, varying from half an hour to an hour and a half in length. The purpose of school visitation is to study the general needs of the schools as wholes, to see the position of each school in relation to the others, to see the special needs of each school and teacher, to see the relation between pupils and teacher in working spirit and discipline, to see if the course of study and previous suggestions are observed, to see the external conditions of light, heat, ventilation, care of buildings and supplies. From the data thus obtained, the superintendent makes his suggestive outlines and recommendations. To obtain such data, a school visit is not a

loafing time, as some view it, but a period of strong mental activity.

2. *Teachers' Meetings.*—The most fruitful source of reaching individual teachers and remedying local plague-spots, is a visit to that teacher's school-room; the most fruitful source of reaching the teachers as a whole, for general suggestion, and for rousing a general, progressive spirit, is the teachers' meetings.

Palmer's village location is somewhat against teachers' meetings, except on Saturdays. It is to the credit of the teachers that they have responded so regularly and heartily to these demands.

These meetings have been conducted as follows: A meeting of all teachers, monthly, at the High School building; teachers of grades 1 to 4, monthly, and of grades 5 to 9, monthly, alternating between the Thorndike building and the High School building. District teachers attended the general meetings and those for grades 1 to 4. By this arrangement every teacher attended two meetings each month, the meetings lasting from $1\frac{1}{2}$ to 2 hours. Preparations for these meetings makes a large demand on a superintendent's time, and with the preparation of outlines, consumes the greater part of the time not used in visitations.

The subjects of these meetings have been: Several talks on Nature Work, Examinations, Memory, Discipline, Methods in Arithmetic, Various Phases of Geography, Public Library Material, Securing Attention, Phonics, Reading, the Recitation, Correlation of Studies, etc. Besides the work by the Superintendent, illustrative work with classes has been done by several of the teachers:—Miss Parker in gymnastics, Miss Thayer in clay modelling, Miss Barney in nature work, and Mrs. Leach in phonics and reading. On May 9th, an all-day teachers' meeting was held, at which Mr. Henry T. Bailey, State Supervisor, gave two talks on drawing, Mr. C. R. Wells, Syracuse, N. Y., two on penmanship, Superintendent C. A. Wood, Monson, a paper on reading, Superintendent C. A. Brodeur of Warren one on history, and Superintendent G. H. Danforth, Westfield, a talk on geography. The programme, originally arranged for Palmer teachers, proved so attractive on publication that nearly 100 teachers, superintendents and members of committees, from neighboring towns attended, and our High School room was filled to overflowing with an enthusiastic assemblage.

Results.—The results of these meetings can be seen by any candid seeker after the truth.

There is a more progressive spirit among the teachers. The school room atmosphere is changed; discipline is growing from within, from right motives, not force. The work is more regular and systematic. There is greater school interest among pupils. There is less time-waste; less waste of materials. Work is being fitted to the children, not the children to the work. There is one aim and one purpose in all schools, in all villages. There is a better moral tone, better methods; less routine; more thought acquirement, less pages; better attendance, prompter attendance, neater work; the slow pupils are being properly attended to.

School Visits.—To get a greater inspiration, to touch elbows with teachers outside of their own community and to compare their work directly with the school work of others, all teachers are required to attend the usual conventions and state institutes, and to visit one day per term some approved schools of corresponding grades as their own. To the casual observer, the town loses so much of the teachers' time; but the awakening of ambition, and the infusion of spirit which the teacher gets, more than balances the time lost.

Professional Reading.—To get abreast of the times and to keep there, demands close study in all professions. The teacher, as well as the lawyer or doctor, or minister, must read extensively, carefully, critically. The teacher must read for general information, and for professional knowledge. As I have seen lines of weakness in the latter subject, I have suggested the proper books to be read, as far as I have thought the teachers were able to buy them. It is a drain upon not over full purses, and I should be glad to see the way open for doing what many towns are now doing, purchasing gradually as means allow, a teachers' library of pedagogical literature.

The income of the Merrick Fund, in five years, would establish a good working library of 150 volumes. The value of such a collection in the hands of the committee would be: 1. Absolute control in selection. 2. The books at hand at any moment. 3. No time restriction for use. 4. More than one copy of desirable volumes. Besides the book reading, I know of no teacher who does not read some educational paper or papers.

I have dealt at length on this subject of teachers, because upon their ability and loyalty rests the success of the schools. The latest Report of the State Board of Education says: "A well-trained and successful teacher is a valuable member of the Commonwealth; but

a half educated and unskilled teacher confers no substantial benefit upon the public, and is always an expensive teacher, even at the meagre salary so often doled out of poor service." Because I believe Palmer has made one of the longest strides she has ever made, to realize the "well-trained and successful teacher," is my excuse for saying so much.

Pupil Teachers.—The Normal Schools of the State have been able to supply only a small part of the demands made for skilled teachers. To aid in the work, many cities and towns have established training schools, where high school graduates receive systematic instruction in methods, and pursue a line of pedagogical study.

To enable our own high school graduates a somewhat similar opportunity, four young ladies were selected according to scholarship, from the last graduating class, and placed one in each building. They spend the full school session in the rooms assigned them, doing certain work laid down for them, studying the methods of the room teacher, teaching at least one class each session under the teacher's criticism, and in case of sickness or absence of any teacher, acting as substitute. In addition, they are sent upon visitations to corresponding grade work, and pursue under the direction of the superintendent a systematic course of study. They meet with the superintendent one Friday afternoon each month for study and examination.

This gives them a practical experience and orderly work, and better fits them for school duties than a district school experience as under former customs. It is not the equivalent of a Normal course, nor a City training course, but it does enable them when they step into a district school as teacher, to have some conception of what is or should be in the children's heads, how they shall go to work to supplement it, and prevents that expensive experience which these same schools have furnished so many previous teachers.

Books and Supplies.—Some important work has been done in supplying the schools with proper books and abundant supplies, and yet keeping within the appropriation. In the nine years since the enactment of the free text book law, the average cost per year in the state has been \$1.63 per pupil. The cost this year in Palmer based on the average membership has been \$1.08. For this sum the schools have been supplied with Prince's Arithmetic by grades in all schools. Blaisdell's Child's Book of Health and How to Keep Well, have been introduced. Globes have been furnished to each building

so that each child has one in class work. The reading material has been increased. Southworth's Grammar has been introduced into the 9th Grade, Tilden's Grammar School Commercial Geography has been furnished, and Single Entry Bookkeeping will be introduced in September, the books for which have been purchased. In addition, the common articles, as pens, paper, pencils, etc., have been supplied in variety, in quantity and quality, superior to former years, and at a low cost. For the coming year, three things should be considered :

1st. The discarding of all slates from the school room. During the past year, slates have been little used above the 3d grade. The experiment has been valuable. It points conclusively to the fact that a pupil can and will do neater, better, more thoughtful work on paper than on slates. In slate work there is a tendency to make figures first, and consider them afterwards. If wrong, they are erased and the work done again. This leads to ill-considered work, and a large time waste. The child who does his work on paper, must think first and figure afterwards. Erasure is not easy; the evidence of hasty work is always against him. Good habits are thus formed, more than balancing the slight cost of paper over that of slates. Many towns and cities are discarding slates on the ground of health, and when a close view is taken of a slate frame which has been in use a year or two, and passed through several pairs of hands, one must confess that it forms an excellent medium for transmission of disease germs, to say nothing of slate surface and sponges, and the stand taken by these towns and cities is correct. I would recommend the substitution of paper for slates in all schools where they are now used.

2d. The geographies, which have been in use six or seven years, are in a very dilapidated state. They are now "out of date" in many particulars. I would recommend a change at the close of the year.

3d. In addition to the United States History work now being done, it is essential that pupils of the 9th grade should have some knowledge of the principles of national, state and town government. The 9th grade of next year will be in a condition to do this work, and I would recommend that the essentials of Civil Government be added to the course and a suitable book introduced.

Reference Work.—An essential part of school training is to know how to select and arrange information on a given topic, gathered

from several sources. The value of school is not in the facts the pupil acquires, but in the orderly training of the mental powers, giving the ability to acquire facts as life demonstrates their need. This ability is best acquired where the pupil can be sent to other than the regular text books. This is especially true in the geography and history work.

Public Library.—Naturally, the Public Library is looked to, to furnish this material. Its resources are limited, however. I have found the Trustees and the Librarian very willing and obliging, as far as their means will allow, but they lack the sinews of ability, money.

An examination of the shelves disclosed 32 volumes of history, useful for school work, divided as follows: Early History and Discovery, 12; Revolutionary War, 5; War of 1812, 1; Mexican War, 1; Civil War, 6; Miscellaneous, 4.

In Geography and Travels there were 55 volumes; United States, 8; Alaska, 3; Asia, 15; Europe, 8; Africa, 6; Ocean, 4; scattered, 11.

While these are at the disposal of the teachers, with the utmost freedom, it requires no praeter-human mind to recognize the inadequacy of the supply. To be really useful to school work, the number of volumes should be much larger, and there should be four copies of most of these. The different grades demand the same material at about the same time. The one volume gets into the hands of the quickest teacher; the other grades "hunger and thirst," but the source is exhausted. This is the present condition, and even if it were better, the village situation of Palmer is against the best use of the library by all the schools.

School Library.—Better than this, is a school library, bought for distinct school purposes, placed under the school roof. It has a significant nearness that the public library never gives. It places books within actual reach at the moment when most needed. A library should be as much a part of the school equipment as text books and supplies.

State law allows the expenditure of 25 per cent of the state school fund for reference books for school use. This and more has been expended for the High School in the past few years. I would recommend that for the next five years this 25 per cent of the school

fund, amounting to \$50 or \$60, be expended for the benefit of the grammar schools, in the purchase of such books as will aid them in geography and history work.

Course of Study.—Of necessity, next to the direction and training of teachers, it is preeminently the duty of the superintendent to arrange the line of work which the schools are to follow. From his diagnosis of the schools as a whole, he can arrange the work that order and growth may result. This has been done, by furnishing from time to time to the teachers mineograph outlines, indicating not only present work, but what the aim was for the future. Such outlines are elastic. They serve for the year in which they are given, but easily allow expansion as the different grades grow more capable of increased work. Last year outlines in reading, arithmetic and language, were given. This year the reading has been expanded by the addition of material for training the taste, and by a complete change in instruction in grades 1 to 4.

Reading.—Any pupil who has completed four years of school life, should be able to recognize and pronounce any ordinary English word, and be able to read clearly, readily and with expression, any ordinary English prose. A study of the results of the methods used, disclosed the fact that while the pupils read readily sentences and stories containing familiar words, words which they had not seen before were stumbling blocks. They lacked the power to aid themselves.

To overcome this difficulty, phonics were introduced, and the results obtained by the teachers in the first half year, have far exceeded anticipation. The children recognize the fact that they have attained a new power, and are eager to find new words, that they may test power. Their ability to recognize the words, aids the smoothness and expression of their reading.

History.—Every pupil should be imbued with the strongest patriotism; he should know something of the history and struggles of his country, native or adopted as it may be. Until this year, the study of history did not begin until the 7th grade. Many of our pupils never reach that grade. Through various circumstances many reach fourteen while still in the 5th and 6th grades. It is essential that these pupils know something of history. With this in view the following outlines were given:

HISTORY OUTLINES.

(These are suggestive rather than absolute.)

GRADE 4.

Object, to arouse historic interest. Use for oral and written language. Stories, two per week.

Local History.—Landmarks, as the Bear Tree, Washington Elm, etc. Story of settlement; Springfield and Connecticut Valley; Bay Path, etc.

Patriotic Days.—Thanksgiving, Washington's Birthday, Memorial, Fourth of July.

Characters.—Columbus, Wm. Penn, Washington, Franklin, Lincoln, Grant.

Scenes.—Indians in Palmer and Connecticut Valley. Indians in Massachusetts:—Homes, family, food, implements.

Coming of English:—Pilgrims at Plymouth, Settlement of Boston.

Incidents of Revolution:—British in Boston, Boston Tea Party, Bunker Hill.

Teacher may add to these if time allows. Make free use of pictures.

Reading.—Stories of American History, Noble Deeds of our Fathers.

GRADE 5.

Voyages of Discovery.—Balboa and Pacific, Magellan, Cortez, DeSoto.

Settlements.—Jamestown and John Smith, Plymouth and Miles Standish, Massachusetts Bay Colony and John Endicott, Providence and Roger Williams, Philadelphia and William Penn.

Stories of the Colonists.—Houses and Furniture, Means of Traveling, Sundays, Amusement, Dress.

Inventions.—Steamboats, Railroads, Telegraph, Sewing machine, Cotton-Gin, etc.

Civil War.—Slavery, Fort Sumter, Monitor and Merrimac, The Alabama, "Marching through Georgia," Capture of Richmond, Lee's Surrender.

(Teacher may add to these if time allows. Make free use of pictures).

Reading.—Boston Tea Party, Stories of the Civil War.

Use with oral and written language.

GRADE 6.

Read Montgomery's *Beginner's American History*. Draw out main points by sharp, pertinent questions. Fasten them by oral and written reproduction. Impress prominent characters on the pupils. One hour per week.

GRADE 7.

Study and Recitation. Topically; three times per week. To the Revolution.

General Topics.—North America, 1000 to 1492.—Mound Builders, Cliff Dwellers, Indians, Early Discoveries.

Discoveries.—Columbus, The Cabots, Ponce de Leon, Balboa, Magellan, Cortez, De Soto. (Make prominent a few principal discoveries; spend little time over minor ones.)

Colonization.—*Virginia*.—Jamestown, Smith and the Indians, Tobacco and Slavery, First Assembly, Royal Colony, Bacon's Rebellion.

Massachusetts.—Plymouth; Voyage and Landing, Compact, Hardships, Relations with Indians, Miles Standish, Town Meeting.

Massachusetts Bay Colony.—The Puritans, John Endicott, Salem and Boston, Religious Intolerance, Witchcraft, Gov. Andros.

New York.—Henry Hudson, The Dutch, The Puritans, Peter Stuyvesant, English Control.

Rhode Island.—Roger Williams, Providence and Newport, Religious Liberty.

Pennsylvania.—William Penn, Charter, Settlement, Indian Treaty, Prosperity.

Other England Settlements.—Maine, Connecticut, Maryland and Lord Baltimore, Georgia and Oglethorpe.

French Settlements.—Quebec, Port Royal, Mississippi Valley.

Spanish Settlements.—St. Augustine, Santa Fe, Mexico.

Colonial Wars.—Pequot, King Philip's, King William's, Queen Anne's, King George's. In each, study causes, main incidents, results.

French and Indian Wars.—Relations of France and England, Colonies, Preparation of each, Ohio Company.

French and Indian War.—Washington's Journey, Braddock's Defeat, Expulsion of Acadians, Invasion of Canada, Quebec, Pontiac's Conspiracy, Peace, Results.

Trace all points on maps: Sketch maps, pupils noting points studied.

Enlarge these topics where necessary. Do thorough work. Use all possible material: school books, public library, papers, magazines, pictures, maps, etc.

Encourage the reading of good biographies, poems and novels bearing on these periods.

GRADE 8.

DAILY.

Colonies Before the Revolution.—Growth in population, character of the people, industries, trade, wealth.

Causes of Revolution.—Navigation laws, stamp act, Boston massacre, Lexington and Concord.

The Revolution.—In New England: Bunker Hill, Washington in command, British driven from Boston.

New York and vicinity: Declaration of Independence, Long Island, Trenton, Brandywine, Valley Forge, Burgoyne's Invasion, aid from France, Arnold's treason; on the sea, American navy, privateers, Paul Jones.

In the South: Greene and Cornwallis, Invasion of Virginia, Yorktown, peace, results.

Government.—The Confederation, the Constitution.

Administrations to Lincoln.—Arrange topically the important events under each, grasp those which effected the development of the country.

Wars of 1812 and with Mexico: Study cause, main incidents, results.

GRADE 9.

DAILY.

Lincoln and the Civil War.—Cause, main campaigns of each year, important struggles, close, reconstruction.

Main incidents of later administrations, growth of country, current history.

Some Topics of State History.—Our forefathers in England and Holland, voyage and landing.

The Plymouth settlement, the Puritans, Massachusetts Bay Colony, religious controversies, legislative growth, Massachusetts and England, Indian wars in Massachusetts, witchcraft, English governors in Massachusetts.

Massachusetts in the French and Indian war, Massachusetts in the Revolution, Massachusetts in the Civil war, Palmer in the Civil war.

[To be used for recitation or composition work.]

Some Points in Government.—The Town Meeting: Origin, now; when held, where, why? warrant, manner of voting, business, town officers, their duties, taxes, how assessed, collected, for what purpose.

State Government.—Constitution, three departments, legislative, senate, house, election, duties; executive, governor, lieutenant governor, executive council, election, duties; judiciary, the courts and their duties.

United States Government.—Albany convention, Continental Congress, Confederation, Constitution.

Departments, teach as for state government.

Physiology.—The study of physiology, in accordance with state law, was begun in September. In the first four grades, it is oral, following the topics of Dr. Larkin Dunton of the Boston Normal School. Grades 5 and 6 use the Child's Book of Health, and grades 7 to 9 How to Keep Well.

Geography.—As mentioned elsewhere, hand globes in abundance have been supplied, also moulding sand and sand boards; and Murdock's Outlines have been placed on the teachers' desks. The work this year has followed these outlines.

GEOGRAPHY.

For "Ways and Means" see Murdock's Outlines.

GRADE 3.

Direction.—Cardinal and semi-cardinal points: practical applications; winds, with records.

Home Geography.—Recognition of common land and water formations as wholes. Observation of clouds, fog, mist, rain, dew, snow, ice, hail. Home productions. in connection with "Nature Study." Home manufacturing, reading temperature with record.

GRADE 4.

Home Geography.—Details of land and water forms, as seen; modelling. Observation of weather, climate, seasons, records. Knowledge of home productions and manufacturing extended. Palmer and its villages. Drawing to a scale, map of school room,

school yard, neighborhood, village, town. Forms of land and water, animals and productions of other sections as derived from reading. Compare with homeknowledge of boys and girls of other countries.

Globe.—In hands of each pupil. Knowledge of earth's form, land and water divisions; names of continents and oceans.

GRADE 5.

Massachusetts.—Capital, important cities, productions, manufacturing, trading. Land and water forms, completed. Details of water forms through evaporation, condensation, freezing; teach by experiment, for observation. Knowledge of soils, fertile, arable, barren; observation, samples of soil. Animals and products of other lands, by reading. Compare with Massachusetts. Knowledge of peoples, by reading; occupations, settlements.

Globe.—Murdock's Outlines to "Relief." Read small geography.

GRADE 6.

Globe.—Murdock's Outlines from "Relief." Read small geography.

Text Book.—Study New England as a whole. Study United States as a whole. Use map outlines, map drawing.

GRADE 7.

Murdock's Outlines: North and South America, Asia and Europe, as wholes. Outline maps and map drawing.

GRADE 8.

Outlines: Africa and Australia, as wholes.

Important Countries.—United States, British America, Brazil, and European countries.

GRADE 9.

Outlines: Remaining important countries. Special study of Massachusetts.

Special study of Commercial Geography, by topics.

Hints.—Observation, where possible, first. Reproduction by map drawing, sketching or modelling. Oral and written statement, comparison.

Study: 1, physical; 2, products; 3, political. Magnify important things; omit much unimportant.

Have pupils read much: Travels, descriptions, books about animals, etc., relating to geography. Use public library, pictures, etc. Teach geographical facts by topics.

Helpful Books.—Methods and Aids in Geography, King ; How to Study Geography, Parker ; The Teaching of Geography, Geikie ; Child and Nature, Frye ; Brooks and Brook Basins, Frye ; Course and Methods, Prince ; White's Elements of Pedagogy, pp. 268-293 ; Prince's Methods in German Schools, chapter 10 ; Klemm's European Schools, different portions ; Fitch's Lectures, chapter 12 ; Currie's Common School Edition, chapter 9 ; Swett's Methods, part 2, chapter 6, part 3, chapter 3.

Spelling.—Much of the spelling has been and is erratic. To systematize the work the following outlines have been prepared :

SPELLING.

GRADE 1.

Words and sentences copied from blackboards and readers. In last half year, occasional oral spelling.

GRADE 2.

Words found in reading lessons, oral and written. Much copying. Important words reviewed.

GRADE 3.

Written and oral. All common words used in other lessons. Much practice on words generally misspelled. Dictation of sentences. Wrongly spelled words corrected, and spelled correctly by pupil.

GRADE 4.

Spelling book and readers ; written and oral work. Proceed as in grade 3.

GRADES 5 to 9.

Spelling books, readers, histories, geographies, etc. Written and oral. Group words.

HINTS.

Teach spelling carefully and thoroughly. Vary the exercises to break the monotony ; oral, written in sentences, spelling games.

In oral, syllables should be indicated by slight pause.

Keep list of words commonly misspelled and give special drill on them.

Teach pupils how to study spelling lessons.

Teach word building.

Teach common rules of spelling.

Teach common diacritical marks and use of dictionary.

Pronounce words but once ; very distinctly, very accurately, slowly enough so no pupil need hurry.

If any pupil regularly fails on special sounds, give him special drill.

Be sure every pupil has a correct "vision" of the word, so that he may know it "looks right" when written.

SOME COMMON RULES.

Have the vowels memorized.

1.

C and g are generally soft before e, i and y sounds; hard otherwise.

2.

Omit e final from the primitive word, when an added syllable begins with a vowel; but retain it if necessary to keep c and g soft.

3.

Final y, preceded by a consonant, generally changes to ie, when another letter or syllable is added.

4.

Words of one syllable, and words of more than one syllable accented on the last, ending in a single consonant, preceded by a single vowel, double the final consonant before an added syllable.

5.

Most nouns in f and fe add s to form the plural, but many change to ves.

Teach the principles embodied in the above, by a selected list of words, before the rules are given or learned. Have the pupils deduce the rules if possible.

WORD BUILDING.

To aid in the recognition of more difficult words, in grades 8 and 9, teach a few common prefixes and suffixes.

Give a common word of one or two syllables, and have pupils, by use of known prefixes and suffixes, build as many derivatives as possible. At the same time, the above rules of spelling should be thoroughly applied.

SCRIBE.

a	scribe,	scribble,
de	"	ed, ing,
in	"	er,
pre	"	suffixes,
pro	"	er, able,
sub	"	tion, b changes to p.
trans	"	tive, tively.

MOVE.

move	er,
"	able, ness,
"	ably,
"	ing, ed,
re	er.
"	able,
"	ability,
"	al.

Serve—ice—able—ness,
 “ —ant—ably—ed—ing,
 “ —ile—ly—ness—ity,
 “ —itor—itude,
 de “ —ed—ing—ly, etc, etc.

Drawing and Swedish Gymnastics, in their elements, have been introduced in all the schools.

A hasty comparison of the work now required and to be required, with that formerly done, might lead to the conclusion that there is danger of crowding the children; but the time saved elsewhere more than balances the new demands:

1. The work is systematic and progressive, definitely planned. This eliminates the enormous time waste, which existed when each successive teacher plowed over as much of the previous year's work as she pleased.

2. The teacher not only knows what is to be done, but how to do it. The experimental time is saved.

3. Because of these two, the child is better trained, and is able to do work in a less time, with less friction.

4. Time is saved by cutting out the non-essentials of some subjects, as geography, and completing it in less time than formerly.

5. Lengthening the school year two weeks has added one half a year's schooling to each child from the 1st to 9th grades.

PROMOTIONS AND GRADINGS.

Promotions have been more carefully made than in previous years, yet every child has been given opportunity to prove his ability in the highest possible grade. When we consider that many of our pupils get only the minimum schooling, and consequently lose their class place, we must face the problem that we owe them the best we can give, without destroying general efficiency, and must not hold too rigidly to grade lines. To this end, while the general grades have been held intact, these irregular attendants have been fitted in where they could obtain the best results, in a few cases doing some work in one grade and some in another.

The arrangement of grades remains nearly as before. Bondsville and Palmer have one and two grades in a room; Three Rivers has

the same, except the large numbers in grades 1 and 2, and the small numbers in grades 5, 6 and 7, made it necessary to place the latter three, about 30 pupils, in one room; Thorndike affords the hardest problem, and the best solution thus far is not satisfactory. It arises from the scholars being in two buildings; four rooms with nine grades in one; two rooms with seven grades in the other. Relief has been given the latter by sending grade seven to the large building. This leaves three grades to a room. In the large building, grade 1 is so large, it demands a room by itself. Grades 2, 3 and 4 form a second school and are too many, yet the room above has grades 5, 6 and 7 and grades 8 and 9, about 40 are enough for the last room. The only solution I see, is this: place in the large building, grade 1 and grades 2 and 3 as now, grades 4 and 5, and 8 and 9 from the whole village. In the small building, place grades 1 to 3 as now, and grades 6 and 7 from the whole village. This will require a few of the older pupils to walk a little farther than now, but the teachers will get a more equitable division and the conditions will warrant better work. I recommend that this plan be tried in September.

ATTENDANCE.

The work of teachers and superintendent cannot be effective unless pupils are reasonably regular in their attendance. To secure not only regular but prompt attendance within the law is an important part of a superintendent's work. With the census list as a base of operation, and with the intelligent assistance of teachers and truant officers, the attendance has been materially increased. The following table presents it clearly.

	1888-9	1889-90	1890-1	1891-2	1892-3	1893-4	1894-5
Census list.....	1318	1286	1271	1179	1208	1174	1085
School enrollment.....	1355	1323	1300	1326	1220	1170	1199
Average membership.....	995.9	980.1	927	949	955.5	897.8	919.7
Average attendance.....	888.5	872.5	838.9	851	866.5	825.1	858.2
Per cent of attendance.....	89.2	89	90.4	89.2	90.6	91.9	93.3

In the State Report each year is given a table of school attendance, based on the census list and average attendance. While this works against the town that has private schools, yet the comparison of the same condition shows a decided growth:

	1888-9	1889-90	1890-1	1891-2	1892-3	1893-4	1894-5
Census list.....	1318	1286	1271	1179	1208	1174	1085
Average attendance.....	888 5	872 5	838 9	851	866 5	825 1	858 2
Ratio of the two.....	67 4	67 8	66	72 1	71 6	70 2	79 1

When promptness of attendance is considered, the result is not so favorable, though there has been a decrease in tardy marks. A comparison of such registers as I have been able to obtain shows that tardiness has always existed to a large degree. The following table shows this :

	1890-1	1891-2	1892-3	1893-4	1894-5
*High School....				82	186
Palmer.....	884	577	317	317	478
Three Rivers....	606	322	494	329	303
Thorndike		927	1145	879	691
Bondsville		264	452	430	179
Shaw	21	19	(closed)	(closed)	(closed)
Blanchard	243		145	125	(closed)
Wire Mill	328	201	258	178	95
Center	227	176	240	90	200
Mason	260	97	74	75	83
Shorley	75	54	34	36	99
Whiting	24		33	49	(closed)
Total	2668	2637	3192	2520	2314

*Blanks indicate that no registers were found.

From this table it will be seen that there has been an increase this year in the High School, in Palmer, in the Center and Shorley, a decrease in Thorndike, Bondsville and the Wire Mill, while Three Rivers and the Mason remain practically unchanged.

In none of these schools should there have been an increase. There should have been a steady decrease all along the line. The amount of tardiness is double what it should be. The teachers cannot do it all. The parents must heartily coöperate with them to abate the evil, for an evil it is in its interruptions to the schools and in its effects on a child's habits. In some schools there are chronic cases, which should be vigorously dealt with. I would suggest such modification of committee rules as will tend to abate and control all unnecessary tardiness.

Another serious inroad upon the school session is the frequent request for dismissal and the consequent time loss to the pupil. Last year's registers contained a column for recording this loss, but it was not kept, except for the last two terms of the year. This year it has been kept entire. This table shows the result :

	1893-4		1894-5	
	Times Dismissed.	Hours Lost.	Times Dismissed.	Hours Lost.
High School.....	1	1	131	187
Palmer.....	323	383	472	502
Three Rivers.....	195	216	422	468
Thorndike.....	227	231	485	338
Bondsville.....	291	152	488	221
Center.....	167	135	253	188
Wire Mill.....	27	15	70	63
Blanchard.....	65	40	Closed.	Closed.
Shorley.....	10	6	63	37
Mason.....	6	5	7	9
Whiting.....	27	28	5	8
	*1339	1212	2396	2021

*Two-thirds of the year.

The sessions in the different schools have been so arranged as to lessen these requests as far as possible, yet the sum total is large, and the interruptions to the school work, many. I commend the consideration of these results to the parents who are responsible for them.

BUILDINGS AND FURNISHINGS.

The condition of the buildings has been touched upon in the Committee's report. The changes of permanent value not mentioned, have been the grading of the grounds at the Depot Grammar, for which a special appropriation was made, the purchasing of seats for three rooms in the same school, and the addition of seats to three rooms in the Bondsville building; \$545 have been expended for new seats, without overdrawing the school appropriations.

Consolidation.—The latest State Report says: "A very small school is always, comparatively speaking, an expensive one, and is generally wanting in that enthusiasm usually found in larger, well-regulated numbers, which is so essential for success in the instruction and management of young people."

It then argues for the general consolidation of schools, for the good of the pupil, claiming that the same amount of money pays for better teachers plus transportation. The following table shows how the matter is growing in the State:

	1888-9	1889-90	1890-91	1891-2	1892-3	1893-4
Amt. expended for Trans.	\$22,118.38	\$24,145.12	\$30,648.68	\$38,726.07	\$50,590.41	\$63,617.68
Annual increase.....		2,026.74	6,503.56	8,077.39	11,864.34	13,027.27
No. places trans. pupils...	104	117	145	160	176	199

This shows its steady and rapid growth.

The report then says :—"Some small communities, conservatively preferring time-worn customs, are somewhat slow to favor and adopt this plan. Of course it can be employed in some towns better than in others ; the face of the country, the roads and the location of the people having some bearing on its feasibility. But whenever it has been put in operation with good judgment, and given a fair trial, it has usually won over to its support many who previously did not favor it, and has proved highly satisfactory. Whatever small inconveniences may be occasioned by it are more than offset by the larger advantages gained."

Within the year, two of the district schools have been closed, the children have attended the village schools, and a fair comparison can be made between the old work and the new :

1. The attendance has been better.

BLANCHARDVILLE.

	Ave. mem.	Ave. attd.	Per cent.	Tardy.
Last year,	11.6	8.6	74.1	125
This year.	6.5	6.1	93.8	24

WHITING.

	Ave. mem.	Ave. attd.	Per cent.	Tardy.
Last year,	6.1	5.1	83.6	49
This year.	4.5	4.2	93.3	6

2. The discipline is better.

3. The instruction is better, because the children are under better teachers than can be furnished or retained in a district school.

4. The child's progress is better. Regular attendance, good discipline both in conduct and work, and good instruction all tend to this end. Parents whose children are attending the central schools, acknowledge that they are advancing, mentally and mannerly, in a way they never did before. One gentleman has said to me : "We may be slow in catching on to the new improvements, but I hope we have sense enough to see the benefits when they come. My children are making great progress, but I did hate to see the school house closed up."

5. There is a little saving over the cost of transportation which goes towards furnishing better equipped teachers for the central schools.

The results of the experiment have been so marked, that just so far as local conditions will allow, the aim of ultimately closing all the districts and educating all the children in the central schools should never be lost sight of. It may not be accomplished for several years, yet it should always be in view. The district population is shifting. Last year the Mason school had an average attendance of 7.1 pupils, over half of whom lived as near the Center as the Mason. It was voted to close the school, but during the summer enough families moved into the district to make the number of children 14, and the school was re-opened. In the Shorley District, the number of pupils has been 14 all the year, but it is reported that the spring exodus will reduce the number to 5, all living on the main road, easily accessible to the Center school.

Such conditions render the problem difficult of solution, but in as far as it is possible to transport the pupils at an expense not over the cost of maintaining the school in so far we educate them better at no additional expense to the town, and very little inconvenience to the families.

Parents' Day.—Few parents ever look in upon their children's work in the school room. It would be an encouragement to both teacher and pupils to have one visitor at least during every school day. The occasional caller disconcerts both, but the daily caller stimulates and encourages.

Endeavoring to awaken such an interest among parents as will lead to daily calls, last term and this term, special days were set apart and invitations were sent by card to all parents, to witness the school work. The response was gratifying; several hundred visited the schools at some time during the day. The teachers were instructed to make no special preparation; in no sense was it to be a parade day or the old school "examination day;" it was to be a day of regular work done in the regular way. These instructions were very generally followed. The days have been too few to show any effect on the general visitation, but I would recommend their continuance each term, until such time as the daily visitation precludes their necessity.

SCHOOL CENSUS.

Under the new law of 1894 every child between 8 and 14, unless sick or feeble minded, or an attendant at an approved private

school, or receiving otherwise an education equal to that furnished at the public school, must enter the town schools within the first month of the fall term, and there continue for 30 weeks, with an allowance of two weeks absence.

The most important aid to the enforcement of this law is the annual school census. The nearer it can approach accuracy, the greater aid it is. It should be accurate in these points:

1st. Age. In comparing the age of some children as given in the school registers and in the census of the various years, wide discrepancies are found, making it very doubtful whether they are 14 and beyond school jurisdiction, or less than 14 and amenable to school law.

2d. Names. Many of our children of foreign parentage have two names, their real names and the English equivalent. These become interchanged on the census list, and lead to confusion. The list should contain the genuine legal names. The spelling of these names is often erroneous and equally confusing. These errors of age and name are largely the faults of parents, in many cases unable to read and write, but the enumerator should be especially careful in the census of the present year, and by persistent enquiry obtain a list as accurate as possible.

3d. As a means of better identification, and to obviate any errors of age and name, which may still creep in, the list should contain the name of the street on which the child lives, or the father's name, or both.

4th. The village and district bounds should be distinctly given the enumerator in May, that children "out of bounds" may be properly located. Children presumably belonging to one section, were looked up in October and found always to have lived over the line and to have attended school in an adjoining section.

With a census list corrected in these particulars it will be a comparatively easy task to see that every child is receiving the education to which he is entitled under the law.

School Laws.—A summary of the school laws corrected to July, 1894, is appended to this report for general convenience.

In addition to the usual tables of statistics and financial statement, is a table showing Palmer's relative position in the state and county, based on money raised for school purposes, a brief history of the High School with a complete list of graduates very kindly compiled by Mr. O. P. Allen, and the exercises of the last High School graduation.

In conclusion I wish to thank the committee and citizens for the freedom accorded me in the school work, and for their general loyalty and support.

Respectfully submitted,

W. H. SMALL, Superintendent.

The Palmer High School Alumni.

O. P. ALLEN.

Having occasion recently to make a note of some of the graduates of the Palmer High School, the writer was surprised to learn that no official list had been kept until three years ago. Having consulted with the Superintendent of Schools and the Chairman of the School Board, and learned of their desire for a complete list, the writer has been to some pains to collect one, which has been done from the graduating class exercises of the different years, the only source from which such a list is now possible. In this connection is given a brief sketch of the High School from its inception to the present time.

We learn from the records that the Palmer High School was established by vote of the town April 7, 1851, when it was voted to devote \$600 for the support of the same for the ensuing year. It was also voted that the High School should be kept the first six months in Thorndike district, the next three months in the Depot district, and then three months in Three Rivers. Mr. Eben N. Chamberlain was the teacher for the year; from that time until 1868 the High School was *on wheels*, so to speak, moving from village to village and to the town house, as occasion seemed to require. In 1868, it became firmly established in the village of Palmer, where it has since remained.

In November, 1874, under the direction of the then School Committee, Rev. B. M. Fullerton, Rev. T. A. Leete and Dr. Silas Ruggles, the High School became such in fact, as well as name, in that it was reorganized, and a course of four years study was adopted, which included English and the classics, and which would fit the pupils for business or college. Mr. A. G. Fisher, an energetic teacher, was then in charge and remained until the fall of 1875, fol-

lowed by E. G. Baldwin, who remained until 1877. Frank A. Hosmer, now president of Honolulu College, taught the spring term of 1878, followed by William H. Whiting in the fall of the same year, who remained until the spring of 1881. C. A. Doubleday taught the fall term of that year. Frank A. Whitney was principal from the spring of 1882 until the spring of 1884. H. B. Knox came in the fall of 1884 and remained until the close of the spring term of 1893, and was succeeded by Mr. A. W. Thayer, who still remains in charge.

The High School building was erected in 1889 and first occupied in the spring of 1890. Its superior accommodations and distinctive character have done much to elevate and give tone to the school.

The High School graduated its first class in 1879. For various reasons there were no graduates during the years of 1880, 1881, 1882, 1884, 1885, 1887. At the close of each spring term during those years there were held what were called High School Exhibitions, when some of the more advanced pupils gave recitations, colloquies, or exercises in music.

The history of our High School has been one of steady progress, until it has reached its present enviable condition, when instead of our pupils being sent to other institutions, we are able to retain nearly all of them and fit them for a business life or for college direct from our graduating classes. It is an institution of which our town may well be proud, and for which it should ever have a fostering care.

The following list contains 108 graduates, 14 of whom have since been teachers and 15 have become college graduates or college students and 3 graduates of a Normal School:

GRADUATES OF 1879.

Lizzie M. Feeney,
Lydia Shaw,
Ada E. Clark,

Hattie L. Lacey,
Sarah Thompson,

CLASS OF 1883.

Michael W. Kelliher,
Cora E. Brown,
Phebe B. Smith,

Minnie H. Baker,
May E. Robinson.

CLASS OF 1886.

Willie E. Breckenridge,
Nellie L. Baker,
Mabel J. Sedgwick,

John Shea,
Alice R. Winchell,
Lillian E. Buss.

* See added list in Report of 1895-6

CLASS OF 1888.

✓ - Julia A. Allen,
 ✓ - Lillie M. Allen,
 ✓ - Alice Brown,
 ✓ - Norman W. Chandler,
 ✓ - Josie Shea.

L. Belle Baker,
 Mina Ball,
 Julia Winchell,
 - Charles Hunt.

CLASS OF 1889.

Leon G. Bartlett,
 Chester W. Cross,
 C. S. O'Regan,
 m-c - Cyrus F. Stimson,

✓ - John C. Sullivan,
 ✓ - J. Howard Willis,
 ✓ - Maggie T. Shea,
 Clara J. Smith.

CLASS OF 1890.

✓ - Charles A. Andrews,
 ✓ - John E. Breckenridge,
 ✓ - Jerry F. Crowley,
 ✓ - Arabel Knox,
 ✓ - Effie W. Moffatt,
 ✓ - Marion R. Paine,
 ✓ - Anna G. Taft,
 ✓ - Richard F. Twiss,

✓ - Gertrude Ball,
 ✓ - Cora B. Clark,
 ✓ - Emma F. Deming,
 ✓ - Edward C. Lyons,
 ✓ - Annie E. O'Connor,
 ✓ - Mabel E. Smith,
 ✓ - Lucy A. Talmadge.

CLASS OF 1891.

✓ - Nellie Lillis Smith,
 ✓ - David Francis Dillon,
 ✓ - Katherine M. Twiss,
 ✓ - Henry W. Holbrook,
 ✓ - Sara Amy Graves,
 ✓ - Lucy Bennett Taft,
 ✓ - Christa M. Park,

Mabel Eliot Taft
 Clara Lucretia Willis,
 ✓ - Genevra F. Clark,
 ✓ - Elizabeth F. Wassum,
 ✓ - Hattie Lilian Paine,
 ✓ - Mary E. B. McFarlane,
 ✓ - Herbert Austin Barker.

CLASS OF 1892.

✓ - Beatrice Ramena Andrews,
 ✓ - Bridget Marguerite Dowd,
 ✓ - Maggie Cecilia Hartnett,
 ✓ - Maude Julia Murdock,
 ✓ - Lelah May Sharpe,
 ✓ - Ruth Willis,

✓ - Annie Augusta Bishop,
 ✓ - Annie Belle Fish,
 ✓ - Blanche Mable Hastings,
 ✓ - William Martin Roche,
 ✓ - Philip Custer Story.

CLASS OF 1893.

✓ - Jennie Effie Brainerd,
 ✓ - Edith Iona Hobson,
 ✓ - Ora Winnifred Parent,
 ✓ - Maude Louise Parker,
 ✓ - Elizabeth Adela Twiss,
 ✓ - Edwin Sprague Gardner,
 ✓ - Michael Robert Lyons,
 ✓ - Byron Claude Shanks,

✓ - Charlotte Lena Bray,
 ✓ - Bessie Moore.
 ✓ - Lilian Gray Park,
 ✓ - Alice Lydia Thompson,
 ✓ - Jennie Cornelia Twiss,
 ✓ - Charles Daniel Holden,
 ✓ - Henry Clinton Newell,
 ✓ - Daniel Bartholomew Sullivan.

CLASS OF 1894.

Lucy Perley Graves,	Ella Grace Huntley,
Agnes Forester McFarlane,	✓ Nellie Agnes O'Connor,
Blanche Ethel Ramsden,	✓ Bessie May Royce,
✓ Mabel Esther Ryther,	✓ Mary Eloise Stone,
✓ Flora Converse Studley,	✓ Lucy Belle Twiss,
Edwin Brigham Ball,	✓ Louis Kent Cross,
Patrick William Fleming,	Maurice Francis Kelliher,
Wallace Joseph Knowlton,	Cornelius Benton McAuliffe,
Leon Edwin Ryther,	James Harold Shaw.
✓ Freeman Ames Smith,	

HIGH SCHOOL GRADUATION,

AT MEMORIAL HALL,

Thursday Afternoon, June 28th, 1894, at 2.30.

PROGRAMME.

"Spanish Dances." - - - - - *Moszkowski*

Piano Duet.

MRS. H. M. AUGER AND MISS O. W. PARENT.

"He Roamed in the Forest." - - - - - *O'Leary*

Vocal Solo.

MISS R. GRACE HUNTLEY.

"Heroes and Heroism." - - - - -

Address.

MR. CHARLES JACOBUS.

"Vevivamisimo." - - - - - *N. Von Wilm*

Piano Solo.

MRS. H. M. AUGER.

"Springtide." - - - - - *Reinhold Becker*

Vocal Solo.

MISS R. GRACE HUNTLEY.

Presentation of Diplomas. - - - - -

MR. W. A. BRECKENRIDGE.

Chairman of School Committee.

Class Song. - - - - -

SUMMARY OF EDUCATIONAL LAWS.

In towns of 4000 inhabitants and over, schools must be kept open at least eight months.

All children between 8 and 14, unless sick, feeble-minded, at an approved private school, or otherwise instructed, must attend the public schools 30 weeks each school year. They must begin within the first month of the fall term. Two weeks absence is allowed. Penalty for each five days excess, except for sickness, \$20.

No child under 13 can be employed "at any time in any factory, workshop, or mercantile establishment."

No child between 13 and 14 can be employed until he has attended school 30 weeks of the school year.

No child under 16 can be employed without a certificate from the school authorities.

A child under 14 must present an employment ticket on applying for a certificate.

The father, if living and a resident, must accompany the child, to sign the certificate of age; if not, the mother; if neither father nor mother, the guardian.

Proof of correct age must be furnished if the age certificate does not agree with the school census.

Children must be vaccinated before attending school, but a certificate from a regular physician, saying a child is an unfit subject for vaccination, allows attendance.

No child can attend school from a household in which there is a case of small pox, diphtheria or scarlet fever. Two weeks after the death, recovery or removal of the patient, the child may return on presentation of a certificate from the attending physician or board of health.

"The last regular session prior to Memorial Day, or a portion thereof, shall be devoted to exercises of a patriotic nature."

TABULAR STATEMENT OF SCHOOLS.

SCHOOL.	AVERAGE MEMBERSHIP AND ATTENDANCE.										Average membership for year.	Average attendance for year.	Percent of attendance for year.	Enrolled Number.
	1st Month.	2d Month.	3d Month.	4th Month.	5th Month.	6th Month.	7th Month.	8th Month.	9th Month.	10th Month.				
High.....	75 1	74 1	73 9	73 2	73 7	74	73 3	73 6	71 6	71 3	73 2	71 5	97 6	77
<i>Palmer.</i>	74	72 1	72	71 2	72 8	73	71 9	70 1	70 2	67 9				
Grade IX.....	39 2	39 1	39 3	32 2	31 1	29	30	28 1	27 6	27 5	32 7	31	94 8	41
Grades VII and VIII.....	37 9	37 2	37 5	30 5	29	27 6	27 7	26 4	25 6	25 6				
Grades V and VI.....	35 7	36 3	35 5	41 7	41 5	38 2	38 7	37	36 5	36 5	37 8	35 2	93 1	37
Grades III and IV.....	34 2	33 3	32 6	28 2	28 9	29	28 6	27 7	28 6	28 6	29 8	28 3	94 9	37
Grades II and I.....	31 3	30 1	31 5	27 4	27 6	27 5	27 6	26 2	25 9	25 9				
Grade I.....	33 2	34 3	33 6	36 7	37 4	35 8	34 6	33 5	32 9	32 9	37 5	34 8	92 8	37
<i>Three Rivers.</i>	33 5	34 3	33 6	37 4	38 6	38 1	37 6	36 4	35 2	35 2	40 1	37 6	93 7	43
Grades VIII and IX.....	39 5	41 5	38 5	39 3	38 8	38 1	37 6	36 4	35 2	35 2	51 8	46	88 8	64
Grades V and VII.....	49 5	59	60 5	54 5	58	49	43	40	36	36				
Grades III and IV.....	44	54	55 5	49	54	43	39	40	36	36				
Grade II.....	27 1	24 5	24 4	27	24 9	22 6	22 1	22	21 3	21 3	23 9	23	96	31
Grade I.....	26 7	23 6	23 4	25 8	23 8	21 4	21 4	21 1	20 3	20 3				
Grades V and VII.....	30 1	26 9	26	25 3	27 5	27 7	26 2	25 2	24 7	24 7	28	26 3	93 9	38
Grades III and IV.....	27 7	25 3	24 1	23 6	26 3	26 3	25 2	24 1	23 5	23 5	32 4	30 4	93 8	43
Grade II.....	30 5	30 2	30 5	32 5	32 5	30 5	33	35 5	36 5	36 5				
Grade I.....	29 4	28 4	29	31 5	31 5	28 2	31 8	30 4	33 7	33 7	36 8	34 7	94 3	58
Grades VIII and IX.....	33 2	33 3	33 5	35 1	34 5	38 2	36 7	35 2	34 3	34 3				
Grades V and VII.....	34	31 1	31 4	33 9	32 7	36 4	45 2	49 3	51 6	51 6	42 5	39 2	92 2	81
Grades III and IV.....	28 8	27	26 5	45 1	45 2	44	45 2	43 8	46 3	46 3				
Grade I.....	28	34 1	34 7	42 6	41 7	40 6	41 5	43 8	46 3	46 3				

Palmer's position in County and State, compiled from State Board of Education Reports.

1. Based on school appropriation divided by valuation :

	1887-8	1888-9	1889-90	1890-1	1891-2	1892-3	1893-4
Per cent of Valuation in milis.....	4 72	4 53	5 04	5 19	5 31	5 15	5 38
Position in County.....	3	4	2	2	2	3	2
Position in State.....	30	48	17	20	20	31	23

2. Based on amount raised for each child between 5 and 15 :

	1887-8	1888-9	1889-90	1890-1	1891-2	1892-3	1893-4
Amount per Child.....	\$10.196	\$8.913	\$10.102	\$10.458	\$11.501	\$11.401	\$12.488
Position in County.....	10	17	13	12	9	8	8
Position in State.....	224	278	238	224	234	245	220

Number of children in town May 1st, 1894, between 5 and 15 years of age, according to the school census,	1085
Number between 8 and 14,	742
Number enrolled in all schools,	1199
Number under 5,	5
Number over 15,	111
Number between 8 and 14,	724
Average membership for the year,	919.7
Average attendance for the year,	858.2
Per cent of attendance,	93.3

Financial Statement.

HIGH SCHOOL.

A. W. Thayer,	\$1497.50	
A. L. Fisherdict,	543.75	
E. M. Pierce,	543.75	
	<hr/>	\$2585.00

DEPOT.

E. E. Cady,	\$433.25	
C. D. Eddy,	46.75	
A. J. Wallace,	345.00	
H. L. Robinson,	345.00	
✓ M. J. Sedgwick,	315.00	
E. S. Leach,	345.00	
L. F. Brown,	345.00	
	<hr/>	\$2175.00

THORNDIKE.

H. M. Dean,	\$150.00	
C. A. Parker,	330.00	
✓ M. R. Paine,	17.50	
✓ M. J. Murdock,	12.50	
✓ E. W. Moffatt,	282.50	
✓ L. A. Talmadge,	210.00	
M. V. Jillson,	105.00	
M. E. Murdock,	345.00	
✓ M. E. McFarlane,	90.00	
✓ A. E. O'Connor,	210.00	
S. B. Thayer,	345.00	
	<hr/>	\$2097.50

THREE RIVERS.

G. A. Adams,	\$150.00	
H. L. Sweet,	330.00	
A. L. Walker,	105.00	
M. A. Lewis,	210.00	
✓ C. B. Clark,	330.00	
✓ K. M. Twiss,	345.00	
A. B. Crane,	325.00	
	<hr/>	\$1795.00

BONDSVILLE.

H. E. Fuller,	\$ 150.00	
D. P. Cleveland,	330.00	
✓ J. E. Shea,	315.00	
M. A. O'Brien,	26.25	
M. J. Long,	78.75	
E. F. Barney,	210.00	
✓ M. T. Shea,	345.00	
M. A. Martin,	87.50	
✓ Edith Hobson,	12.50	
H. B. Thayer,	240.00	
	<hr/>	\$1795.00

DISTRICTS.

WIRE MILL.

M. B. Lawson,	\$105.00	
✓ J. C. Twiss,	180.00	
	<hr/>	\$285.00

CENTER.

✓ A. E. O'Connor,	\$105.00	
✓ A. A. Bishop,	180.00	
	<hr/>	\$285.00

BLANCHARDVILLE.

✓ E. W. Moffatt,	15.00	
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SHORLEY.

✓ B. M. Dowd,	264.00	
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MASON.

✓ J. C. Twiss,	\$ 84.00	
A. M. James,	105.00	
M. E. Stone,	6.00	
L. A. Berry,	55.50	
	<hr/>	250.50

WHITING.

A. A. Bishop,	\$84.00	
	<hr/>	\$1183.50

PUPIL TEACHERS.

✓ M. E. Stone,	72.00	
✓ M. E. Ryther,	72.00	
✓ L. B. Twiss,	72.00	
✓ B. M. Royce,	72.00	
	<hr/>	\$288.00
Total amount paid teachers,		<hr/> \$11,919.00

CARE OF HOUSES.

DEPOT.

H. L. Gray, care and cleaning,	\$264.00	
William Ryder, vaults,	5.00	
	<hr/>	\$269.00

THORNDIKE.

C. F. Gerald,	\$9.00	
Paul Longevin,	153.00	
	<hr/>	\$162.00

THREE RIVERS.

William Praire, care and cleaning,	\$198.00	
D. Lane, vaults,	6.00	
	<hr/>	\$204.00

BONDSVILLE.

C. E. Fuller,	\$252.00	
Lewis Carr, cleaning,	21.00	
	<hr/>	\$273.00

DISTRICTS.

Albert Walder, Wire Mill,	\$17.00		
M. A. Sherman, Mason,	15.00		
Samuel Brown, Center,	17.00		
D. Mahoney, Shorley,	12.00		
	<hr/>	\$61.00	\$969.00

CONTINGENCIES.

W. H. Small, salary and expenses,	\$1591.67		
Palmer Water Co.,	28.00		
Palmer and Monson Electric Co.,	9.00		
C. E. Fuller, incidentals,	5.38		
Samuel Brown, incidentals,	4.25		
J. K. Knox, school census,	50.00		
C. E. Shumway, truant officer,	7.00		
O. W. Studley, " "	2.50		
Charles Jacobus, address,	17.50		
T. Griswold, work,	3.00		
H. Paine, work,	3.00		
Town of Warren, tuition,	20.00		
T. D. Potter & Co., incidentals,	1.18		
Freight, express, telegrams, etc.,	41.94		
F. D. Barton, clocks and repairs,	11.50		
H. G. Loomis, table,	2.25		
A. E. Fitch, insurance,	7.87		
B. L. Rice, piano repairs,	7.00		
M. M. McCormack, truant officer,	9.50		
C. B. Fiske & Co., printing,	35.80		
S. H. Brown, teaming, etc.,	44.06		
F. J. Barnard, rebinding,	3.00		
F. A. Ruggles, expenses,	17.00		
A. B. C. Deming, " "	9.00		
L. R. Holden, " "	14.00		
William Praire, truant officer,	6.33		
	<hr/>	\$1951.73	

TEXT BOOKS AND SUPPLIES.

Springfield News Co.,	\$89.86
Houghton, Mifflin & Co.,	62.53
Ginn & Co.,	181.56
George S. Perry & Co.,	32.50
Chemical Paper Co.,	5.20
A. B. Dick & Co.,	1.50
Holmes, Booth & Hayden,	4.31
F. F. Murdock,	4.20
Thompson, Brown & Co.,	91.05
Henry Holt & Co.,	20.48
American Book Co.,	42.40
University Publishing Co.,	25.71
H. G. Loomis,	3.50
H. L. Gray,	2.80
W. H. Small, prepayment,	.65
Potter & Putnam,	4.00
Leach, Shewell & Sanborn,	50.76
Prang Ed. Co.,	13.80
Milton Bradley Co.,	23.12
J. & I. E. Moore,	15.00
Educational Publishing Co.,	7.50
W. D. Jackson,	2.00
LeGro & Lynde,	1.00
Forbes & Wallace,	11.25
Bowen & Son,	8.10
C. L. Holden,	4.83
White & Berger,	10.00
King & Merrill,	15.00
Smith & White Manufacturing Co.,	253.55
Shaw Bros.,	1.68

 \$989.84

REPAIRS.

T. D. Potter & Co.,	\$ 94.09
W. H. Brainerd,	89.57
N. K. Rogers,	9.50
T. M. Walker & Co.,	7.50
J. C. Breckenridge,	148.11
Theophile Paulin,	138.75

F. A. Ruggles,	\$ 94.24	
W. H. Hitchcock,	72.85	
C. S. Ruggles,	169.28	
E. A. Buck & Co.,	81.28	
F. F. Marey,	13.71	
C. E. Shumway,	4.50	
Paul Longevin,	3.65	
A. M. Bond,	31.96	
C. A. Brown & Co.,	9.15	
	<hr/>	\$968.14

FUEL.

Bryan Rourke,	\$ 8.50	
T. D. Potter & Co.,	20.79	
J. F. Holbrook,	12.00	
J. W. Miller,	8.75	
D. Mahoney,	14.88	
M. A. Sherman,	11.00	
L. C. Snow,	9.00	
Thomas Blanchard,	1256.51	
J. A. Palmer,	2.75	
Samuel Brown,	20.50	
W. F. Fillmore,	5.50	
C. P. Haynes,	5.50	
	<hr/>	\$1375.68

TRANSPORTATION.

Geo. D. Mooers,	\$ 408.00	
Wm. S. Whiting,	610.00	
John F. Twiss,	365.40	
C. F. Smith,	14.50	
D. Mahoney,	45.00	
M. Cashman,	15.00	
W. E. Hancock,	15.00	
T. J. Chalk,	15.00	
Geo. D. Whiting,	192.00	
	<hr/>	\$1679.90

SPECIAL APPROPRIATION.

J. H. Keenan,	\$234.59	
W. H. Brainerd,	226.83	
	<hr/>	\$461.42

DOG FUND.

Chandler Desk Co.,	\$446.82	
F. A. Ruggles,	6.75	
C. S. Ruggles,	26.10	
	<hr/>	\$479.67

MASS. SCHOOL FUND.

Cyrus Knox, envelopes,	\$10.90	
C. A. Nichols & Co., Ref. History,	20.00	
Balch Bros., Century Biog.,	12.50	
Ginn & Co.,	73.03	
N. M. Mahoney,	15.00	
	<hr/>	\$ 131.43

TUITION RECEIPTS.

O. D. Case & Co.,	\$57.81	
Town of Wilbraham,	49.89	
C. S. Ruggles,	8.75	
	<hr/>	\$116.45

BALANCE ACCOUNT.

<i>Dr.</i>		<i>Cr.</i>
\$12,000.00	Teachers' salaries,	\$11,919.00
1,000.00	Care of houses,	969.00
1,700.00	Contingencies and Superintendent,	1,951.73
1,000.00	Text books and supplies,	989.84
800.00	Repairs,	968.14
1,500.00	Fuel,	1,375.68
1,600.00	Transportation,	1,679.90
461.42	Special appropriation,	461.42
499.60	Dog Fund,	479.67
243.45	Mass. School Fund,	131.43
34.34	Merrick Fund,	
225.91	Tuition receipts, etc.,	116.45
	Balance,	22.46
<hr/>		<hr/>
\$21,064.72		\$21,064.72
	Unexpended balance,	\$22.46

